



Crumlin | Temple Street | Tallaght | Connolly

CHI NURSING EDUCATION GUIDELINE ON SUPERNUMERARY STATUS DEFINITION

Area of use:	All of organisation <input checked="" type="checkbox"/>	CHI at Connolly <input type="checkbox"/>	CHI at Crumlin <input type="checkbox"/>
	CHI at Herberton <input type="checkbox"/>	CHI at Tallaght <input type="checkbox"/>	CHI at Temple Street <input type="checkbox"/>
Lead author & title:	Designed and led by Carol Hilliard, NPDC, Crumlin in collaboration with Caroline O' Connor, NPDC, Temple Street and Siobhan O' Connor, NPDC, Tallaght.		
Approved by & title:	Tracey Wall, Chief Director of Nursing Children's Health Ireland		
Version:	1	Approval date:	November 2021
Qpulse reference:	CHINEGSSD-11-2021-V1	Revision due:	November 2024
Version History			
Version:	Date approved:	Summary of changes:	Author:

This is a controlled document. While this document may be printed the electronic version posted on Qpulse is the controlled copy and can only be guaranteed for 24 hours after downloading.

SUPERNUMERARY STATUS OF NURSING STUDENTS

Supernumerary placements are a vital component of the clinical learning experience (NMBI, 2016). BSc Nursing (Children's and General) students are supernumerary during the first four years of their programme, prior to commencing internship. Children's Health Ireland also facilitates clinical placements for other nursing students who may also hold supernumerary status, including for example, students on specialist placements, external visiting students.

The supernumerary status of the nursing student should be explicit to preceptors and clinical nursing staff. The key features of supernumerary status as identified by NMBI (2016:135) are:

- Allocation to a clinical practice placement is driven by educational needs enabling the student to achieve stated learning outcomes.
- The student actively participates in giving care appropriate to the student's level of knowledge and practical experience, with the appropriate supervision and direction of a Registered Nurse.
- The student is surplus to the rostered complement of nurses.
- The clinical placement allows for purposeful/focused learning where the student applies the theoretical knowledge to health care practice and develops the integrated knowledge, competence, skills and professional attributes essential to a professional practitioner of nursing.
- The student takes an active role in achieving the learning outcomes whilst acknowledging and respecting the interests/rights of the person using health services.

References

NMBI (2016) *Nurse Registration Programmes Standards and Requirements*. NMBI: Dublin.